



Curriculum Unit Guidelines

Units must be an original creation, written in Microsoft Word using Tahoma font 11, double spaced. It is important that the unit, narrative and detailed lesson plans be clearly written and easy to understand. The unit, narrative, and each lesson plan (min. of four) should be created as separate documents and labeled clearly. All worksheets and tests should also be created as separate documents. Do not include any punctuation in the document description except an underscore or it will be rejected when posted to Riverdeep.

Example:

Unit outline_ Going Green _Davis
Narrative_Going Green _Davis
Lesson 1_Going Green_Davis
Lesson 1_Worksheet_Davis
Lesson 2_Going Green _Davis
Lesson 2_Chart_Davis
Lesson 3_Going Green_Davis
Lesson 4_Going Green_Davis
Lesson 4_Summative Assessment_Davis
Lesson 4_Group Project Rubric_Davis
Narrative_Going Green_Davis

After the unit is completed and approved, it will be placed on Riverdeep Learning Village.

Please see the unit outline below for a detailed listing of required unit plan elements.

Title:	Name of the unit
Creator:	The person who developed the unit
Subject:	The curriculum area(s) applicable to this unit plan
Course:	The class(s) for which this unit plan is created
Grade Level:	The Grade(s) this unit is intended for
Duration of Unit:	How long will it take to teach this unit?
Learning Schedules:	Identify how your unit and lesson plans fit into the pacing guide/learning schedule of your curriculum
Introduction/Concepts:	This section introduces the overall concept and goals for the unit. 1 – 2 pages

**Sunshine State
Standards/ Access
Points/ Areas of
Interaction:**

List the Sunshine State Strand, Standards, and Benchmarks correlated with the unit. You will choose the Standard(s) and benchmark(s) that identify the learner outcomes you expect students to achieve or develop further as a result of your unit of study.

Example:

Grades 6-8

Strand: Reading

Standard: 2 LA.A.2.3: The student constructs meaning from a wide range of texts

Benchmark: LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals

The benchmark(s) should align with the standard(s). The Standards and benchmarks will also be listed in corresponding lesson plan outlines. Benchmarks listed in a lesson would need to be associated with an assessment (formative or summative) of what is being taught. You can cut and paste these into your individual lesson plans. (fldoe.org or Riverdeep Learning Village)

**Enduring
Understandings:**

Enduring understandings are the “big ideas” of the unit. What do you want students to remember over time?

**Essential Questions/
Guiding Questions:**

Essential Questions are designed to help students uncover the big ideas. Students use these questions to assist their learning.

Knowledge and Skills:

Explain what the student should comprehend.... Or be able to do.

Performance Options:

Academic prompts
Quizzes
Tests
Exams
Informal checks for understanding
Questions
Observations
Student work
GRASPS (Goal, Role, Audience, Situation, Performance, Standards)
RAFTS (Role, Audience, Format, Topic, Standards)

Assessment(s):

Submit each unit assessment and applicable rubric in a separate document.

**Special Notes about
the unit:**

Include FCAT connections and other notes about the unit that will help others wishing to use it.

**Textbook/Teacher
Resources:**

What materials will be needed to fully implement this unit? Include your annotative bibliography of 10 (minimum) resources and any helpful websites or materials that the teachers using this unit would find helpful. Websites come and go. You may want to list more than one for each task. You can copy and paste these to your individual lesson plans. You may use MLA or APA style.

MLA Format

<http://owl.english.purdue.edu/owl/resource/557/01/>

APA Format

<http://owl.english.purdue.edu/owl/resource/560/01/>

**TOTAL UNIT
LENGTH:**

14 – 25 pages